BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

PEDAGOGICAL ABILITIES – TEACHER'S PROFESSIONAL SUCCESS PROVIDER FACTOR

Olimov Temir Xasanovich
Asia international university professor,
pedagogy sciences according to philosophy Doctor of Philosophy (PhD)

Abstract: This article discusses pedagogical skills - the necessary professional qualities of a teacher. come true release factor that and The idea is about hard work, diligence, discipline, responsibility, the ability to clearly define a goal, choose ways to achieve it, and constantly improve the efficiency of one's work.

Keywords: pedagogical tact, demandingness, mastering advanced pedagogical technologies, constantly improving the effectiveness of one's work.

Based on scientific research conducted in the field of pedagogy and psychology, we believe that a teacher's pedagogical skills can be classified as follows. Didactic ability is the ability to explain complex knowledge to students in an easy way. This implies that the teacher can explain the educational material to students in a clear and understandable way, explain the topic or problem to them clearly and intelligibly, and arouse interest in students to think independently and actively. The teacher can change and simplify the educational material when necessary, make the difficult easy, the complex simple, the incomprehensible, the ambiguous understandable. Academic ability - having certain knowledge in all subjects. A teacher with such abilities knows his subject not only in the scope of the course, but also much more broadly and deeply, follows the news in his field of study. He learns a lot with his interests in science, technology, socio-political life. Perceptive ability - the ability to perceive the state of students in a short time, this is the ability to penetrate the inner world of a student, a student, a psychological observation associated with a very good understanding of the student's personality and his temporary mental states. Such a teacher can understand even subtle changes in the student's psyche based on small signs and not very large external signs. Speech ability - concise, meaningful, melodious, with a certain rhythm, tempo, frequency, as well as the sonority of the teacher's speech, its observance of pauses, logical emphasis, the speech of a capable teacher in the lesson is always directed at the students. Whether the teacher is explaining new material, analyzing the student's answer, approving or criticizing, his speech is always distinguished by his inner strength, confidence, and focus on what he is talking about. The expression of thoughts is clear, simple, and understandable for the student. Organizational skills - the ability to organize and manage a class, group or team. Organization is the basis for involving students in various types of activities. This ability is, firstly, to organize, unite, and inspire a team of students to solve important tasks, and secondly, to properly organize one's own work.

The ability to gain authority - the ability to gain authority through one's own personal qualities, knowledge, intelligence, and strong will. In science, this type of ability is also called authoritarian ability. Gaining authority depends on a whole complex of the teacher's personal qualities, such as his willpower (courage, endurance, determination, demandingness, etc.), as well as a sense of responsibility for educating and educating students, and the ability to convey this confidence to students.

Communicative skills - the ability to communicate and interact, the ability to interact with children, the ability to find the right way to approach students, the ability to establish effective

relationships with them from a pedagogical point of view, the presence of pedagogical tact. Psychological diagnostic skills – a person's prediction of the future, consisting in rationally imagining it. This is a special ability expressed in foreseeing the consequences of one's actions, in educating and developing a person related to the idea of what kind of person the student will be in the future, in predicting what qualities the student will develop. This ability pedagogical to optimism, to education to the power of man to believe with related will be. The ability to divide attention - to express one's attitude to several objects at the same time. It is important for the student and teacher that all the characteristics of attention - its volume, strength, mobility, manageability and use - are developed.

A competent, experienced teacher carefully monitors the content and form of presentation of the material, his own opinion (or the opinion of the student), at the same time keeps all students in his attention, vigilantly monitors signs of fatigue, inattention, lack of understanding, does not ignore all cases of disciplinary violations, and finally, monitors his own personal behavior (facial expressions, pantomime, behavior).

Constructive ability - the ability to plan and predict the outcome of educational work. This ability allows you to design the development of the student's personality, select the content of education, as well as methods of working with students. Gnostic ability is the ability to research, to examine one's own activities, the process of this activity and its results, and to reconstruct activities in accordance with the results of the study. A comprehensive study of pedagogical abilities has shown that abilities consist of a manifestation of the intellectual, emotional and volitional qualities of a person. Pedagogical abilities are associated with general abilities: for example, literary and scientific creativity, design abilities. They increase the effectiveness of the teacher's work. Such teachers, by involving their students in this activity, achieve great success in educating and training them. Pedagogical abilities are related to the character traits of the teacher. Organization, determination, and fairness lead to an increase in the level of pedagogical activity, while disorganization, complacency, and injustice reduce the effectiveness of pedagogical activity.

Each teacher to oneself specific individual- psychological to the qualities has will be. Of them some more mobile, others slower, some stay strong, others softer These properties are well, from them Knowing how to use it wisely is of great importance. feelings, emotions towards the teacher alien to be need, said meaning come It doesn't come out, on the contrary, it can be happy, angry, or sad. to fall, to be sad it could be and It is necessary. In this context, it is appropriate to repeat the following thoughts of the Russian pedagogue A.S. Makarenko: "The educator must know how to organize, walk, joke, be cheerful, and angry; he must behave in such a way that his every action educates." Here, the question is not about the need for the teacher to be like a certain model (mold), but about his skillful use of his individual qualities, the formation of the necessary qualities of a person in himself, and the elimination of his shortcomings. Based on the above considerations, the professional and personal qualities of a teacher can be categorized as follows:

The necessary professional qualities of a teacher are: diligence, hard work, discipline, responsibility, the ability to clearly define a goal, choose ways to achieve it, organization, determination, fairness, skill, pedagogical tact, demandingness, mastery of advanced pedagogical technologies, systematic improvement of the effectiveness of one's work, etc.

REFERENCES FOR USE:

1. Olimov T.H (2019). SPIRITUAL AND MORAL ASPECTS OF THE FORMATION OF CIVIL CULTURE IN FUTURE SPECIALISTS OF HIGHER EDUCATION. Theoretical & Applied Science , (12), 662-665.
2. Olimov T.H (2020). The image of a modern teacher in the formation of civic culture among future highly educated specialists. Pedagogical skill-Bukhara , 5 .
3. Olimov T.H (2019). Development issues of civil society and culture in the work of Eastern thinkers. Pedagogical skill-Bukhara , 2 .
4. Olimov T.H (2016). Formation of self-awareness in youth. Social and humanitarian sciences in the educational system.-Tashkent , 4 .
5. Olimov T. (2020). SOME DIRECTIONS OF FORMING CIVIC CULTURE IN FUTURE HIGHER EDUCATIONAL SPECIALISTS. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE , 1 (1), 20-27.
6. Olimov T. THE ROLE OF NATIONAL SPIRITUALITY AND VALUES IN THE DEVELOPMENT OF CIVIL CULTURE IN FUTURE SPECIALISTS WITH HIGHER EDUCATION.